GRADE LEVEL CONTENT EXPECTATIONS

K ELA

v. 4.04

READING

WRITING

SPEAKING

LISTENING

VIEWING

*Welcome to Michigan´s **Grade Level Content Expectations!** The performance statements contained in this document represent many months of dedicated contribution from classroom teachers, curriculum specialists, academicians, and Michigan Department of Education consultants. They are meant to provide teachers with an outline of learning expectations and will be used to drive grade level assessments throughout the next several years. They by no means represent an entire "curriculum" of learning, nor do they give guidance as to how instruction should be designed or delivered. The craft of instruction is in the hands of the professional.*

The federal *No Child Left Behind Act* of 2001 mandated the existence of a set of comprehensive state grade level assessments that are designed based on rigorous grade level content. In July, 2002, a committee of Michigan English Language Arts leaders conducted a study of more than 100 local and intermediate district, state, national, and international curriculum documents in order to develop the **Grade Level Content Expectations (GLCE)**. Further refined based on extensive feedback, these grade level "targets" truly represent not only the theoretical, research-based content of English language arts, but also the common views and best instructional scope and sequence of exemplary literacy teachers in Michigan.

The twelve English Language Arts Content Standards found in the Michigan Curriculum Framework, common to all grades, are broad curriculum statements that describe what students should know and be able to do by the time they graduate from high school. Following each of the twelve content standards are benchmarks that describe the knowledge and skills students must master in order to achieve particular content standards. The benchmarks were not written at individual grade levels, but for grade level clusters (early elementary, later elementary, middle school, and high school). The GLCE represent a more discreet layer of learning at each grade level and are meant to assist teachers in better preparing students for grade level assessments. School districts across the state have worked to align their local language arts curricula to state content standards and benchmarks. In most cases, this effort is initiated with the process of converting the state grade level benchmarks into individual, K-12 grade level expectations.

The new GLCE capture the rich content of the standards and benchmarks; eliminate much of the redundancy inherent within them; and express in precise and measurable terms what students in grades K-8 should know and be able to do. This document is intended to be an assessment tool with the expectations written so as to convey expected performances by students.

Local and intermediate school districts can use the GLCE as a basis for the development of a well-paced curriculum while providing instructional strategies that can help students attain the concepts and skills necessary to meet these expectations. On the state level, they will be used to develop test and item specifications for the *No Child Left Behind Act* of 2001 requirement of testing all students in grade 3-8 through the Michigan Education Assessment Program (MEAP) and MI-Access, assist in the development of targeted professional development, and guide program planners in focusing resources and energy.

Within the hands of teachers, GLCE will be converted into exciting and engaging learning for Michigan´s students. The art of teaching is what makes the content of learning become a reality.

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| ## Word Recognition and Word Study

Phonemic Awareness

Students will…

- demonstrate phonemic awareness by the wide range of sound manipulation competencies including sound blending and deletion
- recognize that words are composed of sounds blended together and carry meaning
- understand the alphabetic principle—that sounds in words are expressed by the letters of the alphabet

Phonics

Students will…

- use grapho-phonemic (letter-sound) cues to recognize a few one-syllable words when presented completely out of context
- have begun to associate letters and sounds, particularly initial and final consonants

Word Recognition

Students will…

- recognize a small number (about 18) of frequently encountered, personally meaningful words in print automatically
- recognize a few of the 220 Dolch basic sight vocabulary automatically
- follow familiar written text while pointing to matching words
- narrow possibilities in predicting words using
    —initial letters/sounds (phonics)
    —picture clues (semantic)
    —patterns of language (syntactic)

Vocabulary

Students will…

- know the meanings of words encountered frequently in kindergarten in oral language contexts (grade level vocabulary lists to be developed)
- in context, determine the meaning of a few words and familiar and repeated phrases (objects, actions, concepts, content, and English language arts vocabulary) using strategies and resources
- use picture clues, prediction, other people

Fluency

Students will…

- apply the following aspects of fluency: automatic naming of letters, automatic association of letters and their sounds, automatic recognition of a few words both when encountered in context and isolation, and demonstrating automatic understanding of concepts of print

Narrative Text

Students will…

- become familiar with and respond thoughtfully to classic and contemporary literature
  —recognized for quality and literary merit
  —reflecting our common heritage as well as cultures from around the world
- identify a variety of narrative genre including
  —stories
  —nursery rhymes
  —poetry
  —songs
- discuss simple story elements in narrative text

  —setting
  —characters
  —events
- identify how authors/illustrators use pictures and illustrations to support the understanding of settings and characters
- respond to multiple texts read by discussing, drawing, and/or writing to reflect, make meaning, and make connections

Informational Text

Students will…

- identify a variety of informational genre
  —environmental text
  —concept books
  —picture books
- with teacher guidance, discuss informational text patterns
  —sequential
  —descriptive
- explain how authors/illustrators use text features such as pictures and drawings to enhance the understanding of key ideas presented in
  —descriptive (definitions, enumeration)
  —sequential (directions, steps, procedures) organizational patterns
- respond to multiple texts read by discussing, drawing, and/or writing to reflect, make meaning, and make connections

Comprehension

Students will…

- activate prior knowledge
- connect personal knowledge and experience to ideas in texts
- retell up to three events from familiar text using their own words or phrasing
- begin to make text-to-self and text-to-text connections and comparisons
- make meaningful predictions based on illustrations or portions of stories
- acquire and apply significant knowledge from what has been read to them from grade level appropriate science, social studies, and mathematics texts

Metacognition

Students will…

- self-monitor comprehension when reading familiar grade level appropriate text
- use simple strategies to increase comprehension while reading familiar grade level text such as making credible predictions based on illustrations
- begin to use story grammar to identify author's perspective
- begin to sort and order information with extensive teacher guidance

Critical Standards

Students will…

- recognize how to assess personal work and the work of others with teacher supervision

Reading Attitude

Students will…

- become enthusiastic about reading and learning how to read
- choose books, book activities, word play, and writing on their own during free time in school and at home

WRITING | Writing Genres

Students will...

- write a brief personal narrative using
  - —pictures
  - —words, word-like clusters, and/or sentences as support
- approximate poetry, using copy change and teacher guidance, based on reading a wide variety of grade level appropriate published poetry
- write a brief informational piece (a page for a class book) using
  - —drawings
  - —words, word-like clusters, and/or sentences
- contribute to a class research project by adding relevant information to a class book including
  - —gathering information from teacher-supplied texts
  - —using the writing process to develop the project

Writing Process

Students will...

- with teacher assistance, consider the audience reaction as they plan their writing
- brainstorm to generate and structure ideas for narrative and informational text
- use semi-phonetic spelling to represent narrative and informational text when writing and incorporating pictures and drawings
- revise their own writing by reading it to peers, requesting suggestions and clarifications that support meaning

Personal Style

Students will...

- show originality in oral, written, and visual messages including
  - —narrative (natural language, expressed sentiment, original ideas)
  - —informational (listing, naming, describing)

Grammar and Usage

None

Spelling

In the context of writing, students will...

- spell a small number (about 18) of frequently encountered and personally meaningful words correctly
- for other words, rely on
  —structural cues (beginning and simpler ending sounds)
  —environmental sources (word wall, word lists)

Handwriting

Students will begin to...

- form upper and lower case letters
- leave space between words and word-like clusters of letters
- write from left to right and top to bottom

Writing Attitude

Students are...

- enthusiastic about writing and learning to write

SPEAKING | Conventions

Students will...

- use language to communicate with a variety of audiences and for different purposes
  - —problem-solve
  - —explain
  - —look for solutions
  - —construct relationships
  - —courtesies
- in spoken informational and narrative presentations
  - —speak clearly and audibly in complete, coherent sentences
  - —use sound effects
  - —use illustrations
- make presentations or reports in standard American English if it is their first language (students whose first language is not English will present their work in their developing version of standard American English)
- be aware that language differs from playground and classroom as a function of linguistic and cultural group membership (they can provide examples of language differences on the playground and in the classroom)

Spoken Discourse

Speaking clearly and audibly in complete sentences, students will...

- engage in substantive conversation
  - —remaining focused on subject matter
  - —with interchanges beginning to build on prior responses
  - —in the context of literature discussions, paired conversations, or other interactions
- briefly tell/retell about
  - —familiar experiences (including at least characters, setting, and events)
  - —interests (including at least topic and key details)
- respond to multiple text types by reflecting, making meaning, and making connections
- plan and deliver presentations or reports
  - —using an informational organizational pattern description
  - —with appropriate text features, pictures, and illustrations
  - —providing several facts and details to make their point

LISTENING & VIEWING

Conventions

Students will…

- understand and follow one- and two-step directions
- ask appropriate questions during a presentation or report
- listen to each other and interact and respond appropriately
  - —eye contact
  - —attentive
  - —supportive
- use effective listening and viewing behaviors
- differentiate between sender and receiver

Response

Students will…

- listen to or view and discuss a variety of genres
- listen to, view, and respond thoughtfully to both classic and contemporary texts recognized for quality and literary merit
- respond to multiple texts listened to or viewed by discussing, drawing, and/or writing in order to reflect, make meaning, and make connections

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- recognize that words are composed of sounds blended together and carry meaning
- understand the alphabetic principle—that sounds in words are expressed by the letters of the alphabet

Phonics

Students will…

- use structural cues to recognize one-syllable words, blends, and consonant diagraphs
    —letter/sound
    —onset and rimes
    —whole word chunks
    —word families
    —diagraphs *th, ch, sh*

Word Recognition

Students will…

- recognize grade 1 frequently encountered words in print and out of context automatically
- be making progress in recognizing the 220 Dolch basic sight vocabulary and 95 common nouns
- use strategies to identify unknown words and construct meaning
    —letter- and word-level cues (i.e., prefixes, suffixes, rimes) more than other cues to recognize the word
    —use semantic context cues (including pictures) and syntactic cues to check word recognition and construct the specific meaning intended (use context cues to select between alternative meanings)

Vocabulary

Students will…

- use syntactic and semantic cues to determine the meaning of words in grade level appropriate texts
- know the meaning of words encountered frequently in grade 1 reading and oral language contexts
- Grade level vocabulary lists to be developed
- in context, determine the meaning of words and phrases (objects, actions, concepts, content, and English language arts vocabulary) using strategies and resources
- use context clues, mental pictures, questioning

Fluency in Reading

Students will...

- apply the following aspects of fluency
  —automatically recognize identified grade 1 high frequency words whether encountered in or out of context
  —read aloud using intonation, pauses and emphasis
  —use punctuation cues (periods and questions marks)
  —independently read aloud unfamiliar text with 95% accuracy in appropriately leveled books

Narrative Text

Students will...

- recognize how various cultures and our common heritage are represented in classic and contemporary literature that is recognized for quality and literary merit
- identify and describe a variety of genre including
  —realistic fiction
  —fantasy
  —folktales
- identify
  —problem/solution
  —sequence of events
  —sense of story (beginning, middle, end)
- identify how authors/illustrators use
  —illustrations to support story elements
  —transitional words (e.g., before, after, now, finally) to indicate a sequence of events and sense of story
- respond to multiple texts read by discussing, illustrating, and/or writing to reflect, make connections, take a position, and share understanding

Informational Text

Students will...

- identify and describe a variety of informational genre including
  — simple how-to books
  — science and social studies magazines
- discuss informational text patterns
  — sequential
  — enumerative
- explain how authors/illustrators use text features to enhance the understanding of key and supporting ideas
  — headings
  — titles
  — labeled photographs
  — illustrations
- respond to multiple texts read by discussing, illustrating, and/or writing to reflect, make connections, take a position, and share understanding

Comprehension

Students will...

- activate prior knowledge
- connect personal knowledge and experience to ideas in texts
- retell up to three important ideas and details of familiar simple oral and written text in sequence
- make text-to-self and text-to-text connections and comparisons
- compare and contrast relationships among characters, events, and key ideas within and across texts to create a deeper understanding
- map story elements across texts
- graphically represent key ideas and details across texts
- ask questions as they read
- acquire and apply significant knowledge from what has been read in grade level appropriate science, social studies, and mathematics texts

Metacognition

Students will...

- self-monitor comprehension when reading grade level appropriate text
- recognize when meaning is breaking down
- use simple fix-up strategies to increase comprehension
- make credible predictions based on preview of book cover and pictures
- ask questions before, during, after reading
- plan, monitor, regulate, and evaluate skills, strategies, and processes to construct and convey meaning
- use a graphic organizer to sequence events in a story
- discuss most important ideas and themes in a text
- identify author's perspective
- sort and order information with teacher guidance
- discuss which comprehension strategies worked and did not work with extensive teacher guidance

Critical Standards

Students will...

- develop and discuss shared standards
- begin to self-assess the qualities of personal or other written text with teacher guidance

Reading Attitude

Students will...

- be enthusiastic about reading and learning how to read
- do substantial reading and writing on their own during free time in school and at home

WRITING | Writing Genre

Students will...

- write a personal narrative using illustrations and transitional words (before, after, now, finally) to indicate
  —sequence of events
  —sense of story (beginning, middle, end)
  —physical features of characters
- approximate poetry based on reading a wide variety of grade level appropriate poetry
- write an informational piece that addresses a focus question (e.g., What is a family?) using
  —descriptive
  —enumerative
  —sequence patterns
  that may include headings, titles, labels, photographs, or illustrations to enhance the understanding of central ideas
- use a teacher-selected topic to
  —write one research question
  —locate and begin to gather information from teacher-gathered sources
  —organize information
  —use steps in the writing process to approximate a published piece

Writing Process

Students will...

- with teacher support, consider their audience and purpose for their writing as they begin to use specific strategies including graphic organizers when planning narrative and informational text
- write three or more connected sentences with grade level appropriate grammar, usage, mechanics, and temporary spellings that reflect a close approximation of the sequence of sounds in the word
- incorporate literary language (i.e., once upon a time)
- read drafts of their work to clarify meaning and attempt some revision
- reread their own work aloud and revise to clarify meaning (such as using strong verbs or precise nouns, adding needed information) for their intended audience
- both individually and in groups, attempt to edit their writing/picture by using grade appropriate resources including
  —a word wall
  —a class-developed checklist

Personal Style

Students will…

- develop personal style in oral, written, and visual messages
  —narrative – natural language, specific action, emotion
  —informational – sequence, specific vocabulary, visual representation

Grammar and Usage

Students will…

- in the context of writing, use complete simple sentences beginning with a capital letter and ending with a period, question mark, or exclamation point

Spelling

Students will…

- in the context of writing, spell frequently encountered one-syllable words from common word families correctly
- for other words, students will use
  —structural cues (letter/sound, rimes)
  —environmental sources (word walls, word lists)

Handwriting

Students will…

- write upper and lower case manuscript letters legibly

Writing Attitude

Students will…

- be enthusiastic about writing and learning how to write

SPEAKING | Speaking Conventions

Students will...

- use singular and plural nouns
- use contractions (*isn't, aren't, can't, won't*)
- use singular possessive pronouns (*my/mine, his/her, hers, your/s*)
- use conjunctions to express relationships (*because, if, after*)
- use inflected endings (*-s, -es, -ed, -ing, -er, -est*)
- explore and use language to communicate with a variety of audiences and for different purposes
  —requests
  —problem-solve
  —look for solutions
  —construct relationships
  —courtesies
- in spoken informational and narrative presentations
  —use props (photographs and illustrations)
  —maintain appropriate posture, eye contact, and position
- make presentations or reports in standard American English if it is their first language (students whose first language is not English will present their work in their developing version of standard American English)
- be aware that language differs from storybooks and classroom as a function of linguistic and cultural group membership (they can provide examples of language differences in storybooks and the classroom)

Spoken Discourse

Speaking clearly and audibly in complete sentences students will...

- engage in substantive conversation, remaining focused on subject matter, with interchanges building on prior responses in the context of literature discussions or paired conversations or other interactions
- tell/retell familiar stories (realistic fiction, fantasy, folktale) using
  —a problem solution pattern
  —appropriate story grammar
  —proper sequence
  —a prop
  while maintaining appropriate posture and eye contact
- respond to multiple text types by reflecting, making meaning, and making connections
- plan and deliver presentations or reports using
  —an informational, organizational pattern (descriptive, enumerative, or sequential)
  —appropriate text features (pictures or illustrations)
  —an appropriate prop
  providing several facts and details to make their point while maintaining appropriate posture and eye contact

LISTENING & VIEWING

Conventions

Students will...

- give, restate, and follow two-step directions
- ask appropriate questions during a presentation or report
- understand how the source of the message affects the receiver's response (student/student, student/teacher, student/parent)
- listen to the comments of a peer and respond on topic and add a connected idea
  - —eye contact
  - —attentive
  - —supportive
- use effective listening and viewing behaviors in large and small group settings
- experience messages from a variety of media and differentiate between sender, receiver, and message

Response

Students will...

- listen to or view and discuss a variety of genres
- select, listen to, view, and respond thoughtfully to both classic and contemporary texts recognized for quality and literary merit
- respond to multiple text types listened to or viewed by discussing, illustrating, and/or writing in order to reflect, make meaning, and make connections

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| ## Word Recognition and Word Study

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- demonstrate phonemic awareness by the wide range of sound manipulation competencies including sound blending and deletion
- recognize that words are composed of sounds blended together and carry meaning
- understand the alphabetic principle—that sounds in words are expressed by the letters of the alphabet

Phonics

Students will…

- use structural cues to recognize and decode words with long and short vowels, consonant diagraphs, and irregular vowels in isolation and in context
  —letter/sound
  —onset and rimes
  —whole word chunks
  —word families
  —long and short vowels
  —diagraphs *wh, ph*
  —irregular vowels *ei, ie, ea, ue*

Word Recognition

Students will…

- recognize grade 2 frequently encountered words in print automatically whether encountered in connected text or in isolation
- be making progress in recognizing the 220 Dolch basic sight words and 95 common nouns for mastery in grade 3
- be making progress in acquiring the Dolch First 1000 words for mastery in grade 5
- use strategies to identify unknown words and construct meaning
  —reread a sentence or paragraph when meaning is unclear
  —use context as a basis for predicting meaning of unfamiliar words
  —increase bank of known sight words
  —use subvocalization to sound out unknown words
- begin to internalize previously learned skills and strategies

Vocabulary

Students will…

- use syntactic and semantic cues
  —reading context, picture clues
  —prefixes *re-, un-*
  —suffixes *-s, -ed, -ing*
  to determine the meaning of words in grade level appropriate texts
- know the meaning of words encountered frequently in grade 2 reading and oral language contexts (grade level vocabulary lists to be developed)
- determine the meaning of words and phrases (objects, actions, concepts, content, and English language arts vocabulary) in context using strategies and resources
- use context clues, mental pictures, questioning

Fluency in Reading

Students will apply the following aspects of fluency

- read aloud using intonation, pauses, and emphasis
- use punctuation cues (periods and questions marks)
- independently read aloud unfamiliar text with 95% accuracy in appropriately leveled books
- recognize identified grade 2 high frequency words and sight words

Narrative Text

Students will

- discuss and describe the similarities of plot and character
  —in literature and other texts from around the the world that have been recognized for quality and literary merit
- identify and describe a variety of genre including
  —poetry
  —fantasy
  —legends
  —drama
- identify and describe
  —characters' actions and motivations
  —setting (time and place)
  —problem/solution
  —sequence of events
- identify and explain how authors/illustrators use literary devices
  —illustrations to depict major story events
  —title
  —comparisons (metaphor/simile) to reveal characters' thoughts and actions
- respond to multiple texts read by discussing, illustrating, and/or writing to reflect, make connections, take a position, and share understanding

Informational Text

Students will...

- identify and describe a variety of informational genre including
  —simple how-to books
  —personal correspondence
  —science and social studies magazines
  (1.EE.1, 5.EE.1, 8.EE.3)
- discuss informational text patterns
  —sequential
  —enumerative
  (8.EE.3)
- explain how authors/illustrators use text features to enhance the understanding of key and supporting ideas
  —boldface type
  —graphs
  —maps
  —diagrams
  —charts
  (8.EE.3, 8.EE.5)
- respond to multiple texts read by discussing, illustrating, and/or writing to reflect, make connections, take a position, and share understanding
  (1.EE.5, 2.EE.1, 8.EE.4)

Comprehension

Students will...

- activate prior knowledge
- connect personal knowledge, experience, and understanding of others to ideas in texts through oral and written response
  (5.EE.3, 9.EE.1, 10.EE.1, 10.EE.2)
- retell the main idea(s) and relevant details of grade level appropriate narrative and informational text
  (1.EE.3, 3.EE.5, 7.EE.1)
- make text-to-self and text-to-text connections and comparisons
- compare and contrast relationships among characters, events, and key ideas within and across texts to create a deeper understanding
- map story elements across texts
- graphically represent key ideas and details across texts
- ask questions as they read
  (5.EE.2, 5.EE.3, 5.EE.4, 5.EE.5, 9.EE.1, 9.EE.2)
- acquire and apply significant knowledge from what has been read in grade level appropriate science, social studies and mathematics texts
  (1.EE.3, 3.EE.5, 7.EE.1, 8.EE.3)

Metacognition

Students will...

- self-monitor comprehension when reading grade level appropriate text
- recognize when meaning is breaking down
- use strategies to increase comprehension
- make credible predictions
- construct mental images representing ideas in text
- ask questions before, during, after reading
- re-read or listen again if uncertain about meaning
- make inferences
- summarize
- plan, monitor, regulate, and evaluate skills, strategies, and processes to construct and convey meaning
- use context as a basis for predicting meaning of unfamiliar words
- use Venn diagrams to compare and contrast
- use paragraphs to indicate a sequence of ideas
- discuss which comprehension strategies worked and did not work with moderate teacher guidance
- determine which resources contain appropriate information using teacher- and student-generated criteria

Critical Standards

Students will...

- develop and discuss shared standards
- begin to self-assess the qualities of personal or other written text with teacher guidance

Reading Attitude

Students will...

- be enthusiastic about reading and learning how to read
- do substantial reading and writing on their own during free time in school and at home

WRITING

Writing Genres

Students will…

- write realistic fiction, fantasy, and/or a personal narrative that
  —depicts major story events
  —uses illustrations to match mood
  —contains setting, problem/solution, and sequenced events
- approximate poetry based on reading a wide variety of grade level appropriate published poetry
- produce a magazine feature article using an organizational pattern such as
  —description
  —enumeration
  —sequence
  —compare/contrast
  that may include graphs, diagrams, or charts to enhance the understanding of central and key ideas
- develop two research questions related to a teacher-selected topic
- with teacher assistance,
  —gather resources (electronic and/or print)
  —organize information using key ideas
  —use the writing process to produce and present the final project

Writing Process

Students will…

- consider audience and purpose for writing
- begin to use styles and patterns derived from studying authors
- develop a plan for their writing that may include graphic organizers that represent a specific organizational pattern
  —problem/solution
  —sequence
  —description
  —compare and contrast
- write two paragraph clusters, each containing a main idea and some supporting details
- write in first and third person based on genre type and purpose
- narrow down a broader story idea to focus on only one aspect of the total idea
- use a sequenced organizational pattern with
  —grade level appropriate grammar
  —usage
  —mechanics
  —temporary spellings that reflect a close approximation of the sequence of sounds in the word

Writing Process (continued)

- constructively and specifically respond orally to the writing of others
- identify sections of their own text that need to be revised using
  —reorganization
  —additions
  —deletions
  —appropriate use of transitions
- use revision strategies to make stylistic changes in content and form to suit intended purpose and audience
- both individually and in groups, attempt to proofread and edit their writing using appropriate resources including dictionaries and a class-developed checklist

Personal Style

Students will…

- develop personal style in oral, written, and visual messages
  —narrative - descriptive language, use of imagination, varying sentence beginnings
  —informational – facts, effective conclusions

Grammar and Usage

In the context of writing, students will correctly use…
- complete and compound sentences
- nouns and verbs
- commas
- contractions
- colons to denote time
- capitalization

Spelling

In the context of writing, students will…
- spell frequently encountered words (two-syllable words including common prefixes and suffixes, i.e., sitting) correctly. For less frequently encountered words, students will use
  —structural cues (letter/sound, rimes)
  —environmental sources (word walls, word lists)

Handwriting

Students will…

- fluently and legibly write upper and lower case manuscript letters and begin to write the cursive alphabet

Writing Attitude

Students will…

- be enthusiastic about writing and learning to write

SPEAKING | Speaking Conventions

Students will...

- use more complex conjunctions (although, instead of, so that)
- use nominative and objective case pronouns
- use common grammatical structures—subject/verb agreement, pronoun/noun agreement
- explore and use language to communicate effectively with a variety of audiences and for different purposes such as
  —questions and answers
  —discussions
  —social interactions
- adopt appropriate tone of voice and intonation patterns in spoken informational and narrative presentations
- make presentations or reports in standard American English if it is their first language (Students whose first language is not English will present their work in their developing version of standard American English.)
- be aware that language differs from school and home as a function of linguistic and cultural group membership (They can provide examples of language differences in the community.)

Spoken Discourse

Speaking clearly and audibly in complete sentences, students will...

- engage in substantive conversation
  —remaining focused on subject matter
  —with interchanges building on prior responses
  —in the context of book discussions, peer conferencing, or other interactions
- tell/retell stories (poetry, folk literature, drama) using
  —story grammar
  —elaborated information about characters
  —characters' actions and motivations
  —setting (time and place)
  —plot
  —setting as related to plot
  while maintaining appropriate intonation and tone of voice
- respond to multiple text types by reflecting, making connections, taking a position, and sharing understanding.
- plan and deliver presentations or reports
  —using an informational, organizational pattern (description, cause and effect, compare and contrast)
  —using appropriate text features (illustrations, pictures)
  —providing supportive facts and details to make their point reflecting the source of information
  —using appropriate props
  —maintaining appropriate intonation and tone of voice

LISTENING & VIEWING

Conventions

Students will…

- give, restate, and follow three- and four-step directions
- ask appropriate questions during a presentation or report
- understand how the source of the message affects the receiver's response (student/student, student/teacher, student/parent)
- listen to the comments of a peer and respond on topic and add a connected idea
- use effective listening and viewing behaviors in large and small group settings
  —eye contact
  —attentive
  —supportive
- begin to evaluate the messages they experience in broadcast and print media
- distinguish between factual and opinion (advertising hype, propaganda)

Response

Students will…

- listen to or view and discuss a variety of genres
- select, listen to, view, and respond thoughtfully to both classic and contemporary texts recognized for quality and literary merit
- respond to multiple text types listened to or viewed by discussing, illustrating, and/or writing in order to reflect, make connections, take a position, and share understanding

GRADE LEVEL CONTENT EXPECTATIONS

3 ELA
v. 4.04

Welcome to Michigan´s Grade Level Content Expectations! The performance statements contained in this document represent many months of dedicated contribution from classroom teachers, curriculum specialists, academicians, and Michigan Department of Education consultants. They are meant to provide teachers with an outline of learning expectations and will be used to drive grade level assessments throughout the next several years. They by no means represent an entire "curriculum" of learning, nor do they give guidance as to how instruction should be designed or delivered. The craft of instruction is in the hands of the professional.

The federal *No Child Left Behind Act* of 2001 mandated the existence of a set of comprehensive state grade level assessments that are designed based on rigorous grade level content. In July, 2002, a committee of Michigan English Language Arts leaders conducted a study of more than 100 local and intermediate district, state, national, and international curriculum documents in order to develop the **Grade Level Content Expectations (GLCE)**. Further refined based on extensive feedback, these grade level "targets" truly represent not only the theoretical, research-based content of English language arts, but also the common views and best instructional scope and sequence of exemplary literacy teachers in Michigan.

The twelve English Language Arts Content Standards found in the Michigan Curriculum Framework, common to all grades, are broad curriculum statements that describe what students should know and be able to do by the time they graduate from high school. Following each of the twelve content standards are benchmarks that describe the knowledge and skills students must master in order to achieve particular content standards. The benchmarks were not written at individual grade levels, but for grade level clusters (early elementary, later elementary, middle school, and high school). The GLCE represent a more discreet layer of learning at each grade level and are meant to assist teachers in better preparing students for grade level assessments. School districts across the state have worked to align their local language arts curricula to state content standards and benchmarks. In most cases, this effort is initiated with the process of converting the state grade level benchmarks into individual, K-12 grade level expectations.

The new GLCE capture the rich content of the standards and benchmarks; eliminate much of the redundancy inherent within them; and express in precise and measurable terms what students in grades K-8 should know and be able to do. This document is intended to be an assessment tool with the expectations written so as to convey expected performances by students.

Local and intermediate school districts can use the GLCE as a basis for the development of a well-paced curriculum while providing instructional strategies that can help students attain the concepts and skills necessary to meet these expectations. On the state level, they will be used to develop test and item specifications for the *No Child Left Behind Act* of 2001 requirement of testing all students in grade 3-8 through the Michigan Education Assessment Program (MEAP) and MI-Access, assist in the development of targeted professional development, and guide program planners in focusing resources and energy.

Within the hands of teachers, GLCE will be converted into exciting and engaging learning for Michigan´s students. The art of teaching is what makes the content of learning become a reality.

READING | Word Recognition and Word Study

Students will…

- utilize letter and word level clues, semantic, and syntactic cues to recognize words and will be able to recognize frequently encountered words in text even when those words are encountered out of context
- use structural, semantic, and syntactic cues to automatically read frequently encountered words, decode unknown words, and decide meaning including multiple meaning words (e.g., letter/sound, rimes, base words, affixes)
- know the meanings of words encountered frequently in grade level reading and oral language contexts
- recognize the 220 Dolch basic sight words and 95 common nouns
- progress to automatically read by sight the 1000 Dolch first words and other vocabulary commonly encountered in primary grade reading for mastery in grade 5
- acquire and apply strategies to construct meaning, self-monitor, and identify unknown words or word parts (e.g., predict and self-correct)
  —knowledge of language
  —sound/symbol/structural relationships
  —context
- apply the following aspects of fluency- pauses and emphasis, punctuation cues, intonation, and recognition of identified grade level specific words and sight words while reading aloud a familiar grade level text
- determine the meaning of words and phrases in context, (e.g., synonyms, homonyms, multiple meaning words) using strategies and resources (e.g., context clues, concept mapping, dictionary)

Narrative Text

Students will…

- explain how characters in literature and other texts express attitudes about one another in familiar classic and contemporary literature recognized for quality and literary merit
- identify and describe a variety of narrative genre (e.g., folktales, fables, realistic fiction)
- identify and describe characters' thoughts and motivations, story level themes (e.g., good vs. evil), main idea, and lesson/moral (e.g., fable) in narrative text
- explain how authors use literary devices (e.g., prediction, personification, point of view) to develop a story level theme, depict the setting, and reveal how thoughts and actions convey important character traits across a variety of text

Informational Text

Students will…

- identify and describe a variety of informational genre (e.g., textbooks, encyclopedia, magazines)
- identify informational text patterns (e.g., problem/solution, sequence, compare/contrast, descriptive)
- explain how authors use titles, headings and subheadings, time lines, prefaces, indices, and table of contents to enhance understanding of supporting and key ideas

Comprehension

Students will…

- connect personal knowledge, experience and understanding of the world to themes and perspectives in text through oral and written responses
- retell the story elements of grade level appropriate narrative text and major idea(s) of grade level appropriate informational text with relevant details
- compare and contrast (oral and written) relationships among characters, events, and key ideas within and across texts to create a deeper understanding (e.g., a narrative to an informational text, a literature selection to a subject area text, an historical event to a current event)
- apply significant knowledge from what is read in grade level appropriate science and social studies texts

Metacognition

Students will…

- self-monitor comprehension when reading or listening to texts by automatically using strategies used by mature readers to increase comprehension, (e.g., predicting, constructing mental images, representing ideas in text, questioning, rereading or listening again, inferring, summarizing)
- plan, monitor, regulate and evaluate skills, strategies, and processes to construct and convey meaning, (e.g., decode unknown words, use graphic organizers to deepen understanding of problem and solution and organizational pattern

Critical Standards

Students will…

- develop, discuss, and apply individual and shared standards, (e.g., student and class created rubrics), and begin to self-assess with teacher guidance the qualities of personal or other written text and the accuracy and quality of text

Reading Attitude

Students will…

- be enthusiastic about reading and learning how to read
- do substantial reading and writing on their own

WRITING | Writing Genres

Students will…

- write a narrative piece (e.g., fable, folktale, or realistic fiction), using personification, setting, and actions and thoughts that reveal important character traits
- write poetry based on reading a wide variety of grade level appropriate published poetry
- write a report demonstrating the understanding of central ideas and supporting details using an effective organizational pattern (e.g., problem/solution) with a title, heading, subheading, and a table of contents
- use the writing process to produce and present a research project
  —beginning with a teacher-selected topic
  —initiating research questions from content area text
  —using a variety of resources to gather and organize information

Writing Process

Students will…

- set a purpose, consider audience, and replicate authors' styles and patterns when writing narrative or informational text
- apply a variety of pre-writing strategies for both narrative and informational text (e.g., graphic organizers such as story maps, webs, Venn diagrams) in order to generate, sequence, and structure ideas (e.g., sequence for beginning, middle, end; problem/solution; compare/contrast)
- write sentences varying in patterns and length to slow down or speed up reading and create a mood when drafting a story.
- use the compare and contrast, cause and effect, or problem/solution organizational pattern in informational writing
- constructively and specifically respond orally to the writing of others by identifying sections of the text to improve sequence (e.g., arranging paragraphs, connecting main and supporting ideas, transitions)
- edit and proofread their writing using appropriate resources (e.g., dictionary, spell check, writing references) and grade level appropriate checklist both individually and in groups

Personal Style

Students will…

- exhibit individual style and voice to enhance the written message (e.g., in narrative text: varied word choice and sentence structure, character description; in informational text: examples, transitions, grammar usage)

Grammar and Usage

In the context of writing, students will…

- identify and use subjects and verbs that are in agreement; past, verb tenses; nouns and possessives; commas in a series; and begin use of quotations marks and capitalization in dialogue

Spelling

In the context of writing, students will...

- spell frequently encountered words (e.g., multi-syllabic, r-controlled, most consonant blends, contractions, compound, common homophones) correctly. For less frequently encountered words, students will use structural cues (e.g., letter/sound, rimes, morphemic) and environmental sources (e.g., word walls, word lists, dictionaries, spell checkers)

Handwriting

Students will begin to...

- write the cursive alphabet

Writing Attitude

Students will...

- be enthusiastic about writing and learning to write

SPEAKING | Conventions

Students will...

- express time relationships using correct verb tenses
- adjust their use of language to communicate effectively with a variety of audiences and for different purposes (e.g., information, requests, discussion, presentations, playground, classroom interactions)
- emphasize key words and vary pace for effect when presenting spoken informational and narrative text
- make presentations or reports in standard American English if it is their first language (Students whose first language is not English will present their work in their developing version of standard American English.)
- become aware of and appreciate that language differs from neighborhood to neighborhood of the local community and as a function of linguistic and cultural group membership (They can provide examples of language differences in the region.)

Spoken Discourse

Students will...

- engage in interactive extended discourse to socially construct meaning (e.g., book clubs, or literature circles, partnerships, or other conversation protocols)
- discuss narratives (e.g., folktales, fables, realistic fiction), conveying the story grammar (e.g., character's thoughts and motivation, setting, plot, story level theme), and explain why the story is worthwhile and how it is relevant to the storyteller or the audience
- respond to multiple text types by reflecting, making connections, taking a position, and sharing understandings
- plan and deliver presentations using an effective informational organizational pattern (e.g., descriptive, problem/solution, cause and effect), supportive facts, and details reflecting a variety of resources, and varying the pace for effect

LISTENING & VIEWING

Conventions

Students will…

- respond to questions asked of them, providing an appropriate level of detail
- listen and interact appropriately and view knowledgably
- distinguish between and explain how verbal and non-verbal strategies enhance understanding of spoken messages and promote effective listening behaviors
- be aware that the media has a role in focusing attention on events and in shaping opinions, and recognize the variables (e.g., mistakes, misspeaks) in the media

Response

Students will…

- listen to or view and discuss a variety of genres and compare their responses to those of their peers
- select, listen to, view, and respond thoughtfully to both classic and contemporary texts recognized for quality and literary merit
- respond to multiple text types listened to or viewed by speaking, illustrating, and/or writing in order to reflect, make connections, take a position, and share understandings
- combine skills to reveal strengthening literacy (e.g., viewing then analyzing orally, listening then summarizing orally)
- retell what a speaker said, paraphrasing and explaining the gist or main idea, then extend by connecting and relating personal experiences

ENGLISH LANGUAGE ARTS

GRADE LEVEL
CONTENT
EXPECTATIONS

4 ELA

v. 4.04

READING

WRITING

SPEAKING

LISTENING

VIEWING

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READING | Word Recognition and Word Study

Students will…

- explain how to use word structure, sentence structure, and prediction to aid in decoding words and understanding the meanings of words encountered in text
- use structural, semantic, and syntactic cues to automatically read frequently encountered words, decode unknown words, and decide meaning, including multiple meaning words (e.g., letter/sound, rimes, base words, affixes, syllabication)
- automatically recognize frequently encountered words in print, with the number of words that can be read fluently increasing steadily across the school year
- know the meanings of words encountered frequently in grade level reading and oral language contexts
- acquire and apply strategies to construct meaning, self-monitor, and identify unknown words or word parts (e.g., engage actively in reading a variety of genre, self-monitor and correct in narrative and informational texts, use thesaurus)
- fluently read beginning grade level text and increasingly demanding text as the year proceeds
- determine the meaning of words and phrases in context (e.g., similes, metaphors, content vocabulary), using strategies and resources (e.g., context clues, semantic feature analysis, thesaurus)

Narrative Text

Students will…

- describe and discuss the shared human experience depicted in classic and contemporary literature from around the world recognized for quality and literary merit
- identify and describe a variety of narrative genre (e.g., poetry, myths/legends, fantasy, adventure)
- analyze characters' thoughts and motivation through dialogue; various character roles and functions (e.g., hero, villain, narrator); know first person point of view and conflict/resolution
- explain how authors use literary devices (i.e., flash forward, flashback, simile) to depict time, setting, conflicts, and resolutions that enhance the plot and create suspense across a variety of texts

Informational Text

Students will…

- identify and explain the defining characteristics of informational genre (e.g., autobiography/biography, personal essay, almanac, newspaper)
- identify and describe informational text patterns (e.g., compare/contrast, position/support, problem/solution)
- explain how authors use appendices, headings, subheadings, marginal notes, keys and legends, figures, and bibliographies to enhance understanding of supporting and key ideas

Comprehension

Students will…

- connect personal knowledge, experience, and understanding of the world to themes and perspectives in text through oral and written responses

- retell and summarize grade level appropriate narrative and informational text

- explain oral and written relationships among themes, ideas, and characters within and across texts to create a deeper understanding (e.g., categorize and classify, compare and contrast, draw parallels across time and culture)

- apply significant knowledge from what is read in grade level science and social studies texts

Metacognition

Students will…

- independently self-monitor comprehension when reading or listening to text by automatically using and discussing the strategies used by mature readers to increase comprehension and engage in interpretive discussions (e.g., predicting, constructing mental images, representing ideas in text, questioning, rereading or listening again inferring, summarizing)

- plan, monitor, regulate, and evaluate skills, strategies and processes to construct and convey meaning (e.g., use morphemic, syntactical, and semantic knowledge to decode unknown words, use graphic organizers to deepen their understanding of compare and contrast and sequence organizational patterns)

Critical Standards

Students will…

- develop, discuss, and apply individual and shared standards (e.g., student and class created rubrics), and begin to self-assess the quality, accuracy, and relevance of personal or other written text

Reading Attitude

Students will…

- be enthusiastic about reading and learning how to read

- do substantial reading and writing on their own

WRITING | Writing Genres

Students will…

- write a narrative piece (e.g., myth/legend, fantasy, adventure) creating relationships among setting, characters, theme, and plot
- write poetry based on reading a wide variety of grade level appropriate published poetry
- write a comparative piece to demonstrate understanding of central ideas and supporting ideas using an effective organizational pattern (e.g., compare and contrast) and a boldface and/or italicized print
- use the writing process to produce and present a research project using a teacher-approved topic
    —finding and narrowing research questions
    —using a variety of resources
    —taking notes
    —organizing relevant information to draw conclusions

Writing Process

Students will…

- set a purpose, consider audience, and replicate authors' styles and patterns when writing narrative or informational text
- apply a variety of drafting strategies for both narrative and informational text (e.g., graphic organizers such as story maps, webs, Venn diagrams) in order to generate, sequence, and structure ideas (e.g., plot, connecting time, setting, conflicts, resolutions, definition/description, chronological sequence)
- use a variety of drafting techniques when writing an essay with connected, coherent, and mechanically sound paragraphs
- constructively and specifically respond orally to the writing of others by identifying sections of the text to improve organization (e.g., rearranging paragraphs and/or sequence, relating main and supporting ideas, using comparative transitions)
- edit and proofread their writing using appropriate resources (e.g., dictionary, spell check, grammar check, grammar references, writing references) and grade level appropriate checklists both individually and in groups

Personal Style

Students will…

- exhibit individual style and voice to enhance the written message (e.g., in narrative text: strong verbs, figurative language, sensory images; in informational text: precision, established importance, transitions)

Grammar and Usage

In the context of writing, students will...

• use simple and compound sentences, direct and indirect objects, prepositional phrases, adjectives, common and proper nouns as subjects and objects, pronouns as antecedents, regular and irregular verbs; use hyphens between syllables, apostrophes in contractions, and commas in salutations to set off words, phrases, and dialogue; and use quotation marks or italics to identify titles or names

Spelling

In the context of writing, students will...

• spell frequently encountered words (e.g., roots, inflections, prefixes, suffixes, multi-syllabic) correctly. For less frequently encountered words, students will use structural cues (e.g., letter/sound, rimes, morphemic) and environmental sources (e.g., word walls, word lists, dictionaries, spell checkers)

Handwriting

Students will begin to...

• write neatly and legibly

Writing Attitude

Students will...

•   be enthusiastic about writing and learning to write

Conventions

Students will...

- express ideas using more complex ideas

- adjust their use of language to communicate effectively with a variety of audiences and for different purposes (e.g., community-building, appreciation/invitations, cross-curricular discussions)

- make presentations or reports in standard American English if it is their first language (Students whose first language is not English will present their work in their developing version of standard American English.)

- be aware that language differs from region to region of the country and as a function of linguistic and cultural group membership (They can provide examples of language differences in the United States.)

Spoken Discourse

Students will...

- engage in interactive, extended discourse to socially construct meaning (e.g., book clubs, literature circles, partnerships, or other conversation protocols)

- discuss narratives (e.g., mystery, myths and legends, tall tales, poetry), conveying the story grammar (i.e., various character roles, plot, story level theme) and emphasizing facial expressions, hand gestures, and body language

- respond to multiple text types by reflecting, making connections, taking a position and sharing understandings

- plan and deliver presentations or reports focusing on a key question using an informational organizational pattern (e.g., descriptive, problem/solution, cause and effect), supportive facts, and details reflecting and emphasizing facial expressions, hand gestures, and body language

LISTENING & VIEWING

Conventions

Students will…

- respond to questions asked of them, providing appropriate elaboration and details
- listen and interact appropriately and view knowledgably in small and large group settings
- distinguish between and explain how verbal and non-verbal strategies enhance understanding of spoken messages and promote effective listening behaviors
- recognize and analyze the various roles of the communication process (e.g., to persuade, critically analyze, flatter, explain, dare) in focusing attention on events and in shaping opinions

Response

Students will…

- listen to or view in a variety of genres and compare their responses to those of their peers
- select, listen to, view, and respond thoughtfully to both classic and contemporary texts recognized for quality and literary merit
- respond to multiple text types listened to or viewed by speaking, illustrating, and/or writing in order to clarify meaning, make connections, take a position, and/or show deep understanding
- combine skills to reveal strengthening literacy (e.g., viewing then analyzing in writing, listening then giving an opinion orally)
- summarize the major ideas and evidence presented in spoken messages and formal presentations

GRADE LEVEL CONTENT EXPECTATIONS

5 ELA
v. 4.04

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READING | Word Study

Students will…

- explain when to use and apply word structure, sentence structure, and prediction (semantics) to aid in decoding words and understanding meaning of words encountered in context

- use structural, semantic, and syntactic cues to automatically read frequently encountered words, decode unknown words, and decide meaning including multiple meaning words (e.g., letter/sound, rimes, base words, affixes, syllabication)

- automatically recognize frequently encountered words in print, with the number of words that can be read fluently increasing steadily across the school year

- know the meanings of words encountered frequently in grade level reading and oral language contexts

- acquire and apply strategies to construct meaning and identify unknown words or word parts (e.g., analyze derivatives, define meanings of affixes, word origins)

- fluently read beginning grade level text and increasingly demanding text as the year proceeds

- determine the meaning of words and phrases in context (e.g., symbols, idioms, recently-coined words) using strategies and resources (e.g., analogies, content glossaries, electronic resources)

Narrative Text

Students will…

- analyze how characters and communities reflect life (in positive and negative ways) in classic and contemporary literature recognized for quality and literary merit

- analyze elements and style of narrative genres (e.g., historical fiction, tall tales, science fiction, fantasy, mystery)

- analyze character traits and setting and how it defines characters/plot, the role of dialogue, how problems are resolved, and the climax of a plot

- explain how authors use literary devices (e.g., exaggeration, metaphor) to develop characters, themes, plot, and functions of heroes, villiains, and narrator across a variety of texts

Informational Text

Students will…

- analyze elements and style of informational genres (e.g., advertising, experiments, editorials, atlases)

- identify and describe informational text patterns (e.g., theory and evidence, compare/contrast, position/support, problem/solution)

- explain how authors use time lines, graphs, charts, diagrams, tables of contents, indices, introductions, summaries, and conclusions to enhance understanding of supporting and key ideas

Comprehension

Students will…

- connect personal knowledge, experience and understanding of the world to themes and perspectives in text through oral and written responses
- retell and summarize grade level appropriate narrative and informational text
- analyze oral and written global themes, universal truths, themes and principles within and across text to create a deeper understanding, (e.g., draw conclusions, make inferences, synthesize)
- apply significant knowledge from what is read in grade level science and social studies text

Metacognition

Students will…

- independently self-monitor comprehension when reading or listening to text and automatically use and discuss the strategies used by mature readers to increase comprehension and engage in interpretive discussion (e.g., predicting, constructing mental images, representing ideas in text, questioning, rereading or listening again, inferring, summarizing)
- plan, monitor, regulate and evaluate skills, strategies, and processes to construct and convey meaning (e.g., use a variety of morphemic, structure, and context cues to decode unfamiliar words, select an appropriate text type from known genre for particular writing purposes, and use theory and evidence, cause and effect, and persuasive organizational patterns appropriately)

Critical Standards

Students will…

- develop, discuss, and apply individual and shared standards (e.g., student- and class-created rubrics) to assess or self-assess the qualities of personal or other written text to identify attainment of intended purpose, to interpret authors' viewpoints, and to determine effect on classroom or school-wide-audiences

Reading Attitude

Students will…

- be enthusiastic about reading and learning how to read
- do substantial reading and writing on their own

Writing Genres

Students will...

- write a narrative piece (e.g., mystery, tall tale, historical fiction), using time period and setting to enhance the plot; demonstrating roles and functions of heroes, villains, and narrator; and depicting conflicts and resolutions

- write poetry based on reading a wide variety of grade level appropriate published poetry

- write a position piece to demonstrate understanding of central ideas and supporting details (e.g., position/evidence organizational pattern) using multiple headings and subheadings

- use the writing process to produce and present a research project

  —including a teacher-appoved topic, narrowed focus question, and hypothesis

  —using a variety of resources to gather and organize information, and organizing the relevant information according to central ideas and supporting details

Writing Process

Students will...

- set a purpose, consider audience, and replicate authors' styles and patterns when writing narrative or informational text

- use a variety of drafting strategies for both narrative and informational text (e.g., graphic organizers such as story maps, webs, and Venn diagrams) in order to generate, sequence, and structure ideas (e.g. role and relationships of characters, settings, ideas; relationship of theory and evidence, compare/contrast)

- use linguistic structures and textual features needed to clearly communicate ideas and information in written text with connected, coherent, mechanically sound paragraphs

- constructively and specifically respond orally to the writing of others by identifying sections of the text to improve organization (e.g., position/evidence, flow of ideas, and craft such as titles, leads, endings, and powerful verbs)

- independently and collaboratively edit and proofread writing using grade level checklists

Personal Style

Students will...

- exhibit individual style and voice to enhance the written message (e.g., in narrative text: personification, humor, element of surprise; in informational text: emotional appeal, strong opinion, credible support)

Grammar and Usage

In the context of writing, students will...

- identify and use compound subjects and predicates, proper nouns and pronouns, articles, conjunctions, hyphens in compound and number words, commas between two independent clauses to set off direct address/long phrases/clauses, colons to separate hours, and minutes and to introduce a list

Spelling

In the context of writing, students will...

- spell frequently encountered words (e.g., roots, inflections, prefixes, suffixes, multi-syllabic) correctly. For less frequently encountered words, students will use structural cues (e.g., letter/sound, rimes, morphemic) and environmental sources (e.g., word walls, word lists, dictionaries, spell checkers)

Handwriting

Students will begin to...

- write neatly and legibly

Writing Attitude

Students will...

- be enthusiastic about writing and learning to write

SPEAKING | Conventions

Students will…

- use irregular verbs correctly (e.g., lie/lay, sit/sat, rise/raise)
- adjust their use of language to communicate effectively with a variety of audiences and for different purposes (e.g., research, explanation, persuasion)
- use varying modulation, volume, and pace of speech to indicate emotions, create excitement, and emphasize meaning when presenting spoken informational and narrative text
- make presentations or reports in standard American English if it is their first language (Students whose first language is not English will present their work in their developing version of standard American English.)
- be aware that language differs from early American history to current day America as a function of linguistic and cultural group membership. (They can provide examples of language differences throughout the growth of the United States.)

Spoken Discourse

Students will…

- engage in interactive extended discourse to socially construct meaning (e.g., book clubs, literature circles, partnerships, or other conversation protocols)
- discuss narratives (e.g., mystery, fantasy, historical fiction), conveying the story grammar (e.g., traits of characters, relationship between setting and climax and anticlimax), while varying voice modulation, volume, and pace of speech to emphasize meaning
- respond to multiple text types by analyzing content, interpreting the message, and evaluating the purpose
- plan and deliver persuasive presentations or reports using an informational organizational pattern for a specific purpose (e.g., to persuade, describe, and inform) that conveys the point they want to make and supports the point with evidence and/or examples while varying voice modulation, volume, and pace of speech to emphasize meaning

LISTENING & VIEWING

Response

Students will...

- listen to or view in a variety of genres and compare their responses to those of their peers

- select, listen to, view, and respond thoughtfully to both classic and contemporary texts recognized for quality and literary merit

- respond to multiple text types listened to or viewed by speaking, illustrating, and/or writing in order to clarify meaning, make connections, take a position, and show deep understanding without major misconceptions

- begin to combine skills to reveal strengthening literacy (e.g., viewing then analyzing in writing, listening then paraphrasing in writing)

- go beyond the information given by a speaker, making inferences and drawing appropriate conclusions

ENGLISH LANGUAGE ARTS

GRADE LEVEL CONTENT EXPECTATIONS

6 ELA

v. 4.04

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The federal *No Child Left Behind Act* of 2001 mandated the existence of a set of comprehensive state grade level assessments that are designed based on rigorous grade level content. In July, 2002, a committee of Michigan English Language Arts leaders conducted a study of more than 100 local and intermediate district, state, national, and international curriculum documents in order to develop the **Grade Level Content Expectations (GLCE)**. Further refined based on extensive feedback, these grade level "targets" truly represent not only the theoretical, research-based content of English language arts, but also the common views and best instructional scope and sequence of exemplary literacy teachers in Michigan.

The twelve English Language Arts Content Standards found in the Michigan Curriculum Framework, common to all grades, are broad curriculum statements that describe what students should know and be able to do by the time they graduate from high school. Following each of the twelve content standards are benchmarks that describe the knowledge and skills students must master in order to achieve particular content standards. The benchmarks were not written at individual grade levels, but for grade level clusters (early elementary, later elementary, middle school, and high school). The GLCE represent a more discreet layer of learning at each grade level and are meant to assist teachers in better preparing students for grade level assessments. School districts across the state have worked to align their local language arts curricula to state content standards and benchmarks. In most cases, this effort is initiated with the process of converting the state grade level benchmarks into individual, K-12 grade level expectations.

The new GLCE capture the rich content of the standards and benchmarks; eliminate much of the redundancy inherent within them; and express in precise and measurable terms what students in grades K-8 should know and be able to do. This document is intended to be an assessment tool with the expectations written so as to convey expected performances by students.

Local and intermediate school districts can use the GLCE as a basis for the development of a well-paced curriculum while providing instructional strategies that can help students attain the concepts and skills necessary to meet these expectations. On the state level, they will be used to develop test and item specifications for the *No Child Left Behind Act* of 2001 requirement of testing all students in grade 3-8 through the Michigan Education Assessment Program (MEAP) and MI-Access, assist in the development of targeted professional development, and guide program planners in focusing resources and energy.

Within the hands of teachers, GLCE will be converted into exciting and engaging learning for Michigan´s students. The art of teaching is what makes the content of learning become a reality.

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Word Study

Students will...

- use word structure, sentence structure, and prediction to aid in decoding and understanding the meanings of words encountered in context
- use structural, syntactic, and semantic analysis to recognize unfamiliar words in context (e.g., origins and meanings of foreign words, words with multiple meanings, knowledge of major word chunks/rimes, syllabication)
- recognize frequently encountered words automatically
- know the meaning of frequently encountered words in written and oral contexts (research to support specific words)
- apply strategies to construct meaning and identify unknown words
- read fluently sixth grade level texts (increasingly demanding texts read with fluency as the year proceeds)
- use strategies (e.g., connotation, denotation) and authentic content-related resources to determine the meaning of words and phrases in context (e.g., regional idioms, content area vocabulary, technical terms)

Narrative Text

Students will...

- describe how characters in classic and contemporary literature recognized for quality and literary merit form opinions about one another in ways that can be fair and unfair
- analyze elements and style of narrative genres (e.g.,folktales, fantasy, adventure, action)
- analyze the role of dialogue, plot, characters, themes, major and minor characters, and climax
- analyze how authors use dialogue, imagery, and understatement to develop plot

Informational Text

Students will...

- analyze elements and style of informational genre (e.g., research report, how-to-articles, essays)
- analyze organizational patterns
- explain how authors use text features to enhance the understanding of central, key, and supporting ideas (e.g., footnotes, bibliographies, introductions, summaries, conclusions, appendices)

Comprehension

Students will…

- connect personal knowledge, experience, and understanding of the world to themes and perspectives in the text
- read, retell and summarize grade level appropriate narrative and informational texts of grade level appropriate informational text
- state global themes, universal truths, and principles within and across texts to create a deeper understanding
- apply significant knowledge from what has been read in grade level appropriate science and social studies texts

Metacognition

Students will…

- independently self-monitor comprehension when reading or listening to text by automatically using and discussing the strategies used by mature readers to increase comprehension and engage in interpretative discussions (e.g., predicting, constructing mental images representing ideas in text, questioning, rereading or listening again if uncertain about meaning, inferring, summarizing)
- plan, monitor, regulate, and evaluate skills, strategies, and processes for their own reading comprehension by applying appropriate metacognitive skills (e.g. SQ3R, pattern guides, process of reading guides)

Critical Standards

Students will…

- compare the appropriateness of shared, individual, and expert standards based on purpose, context, and audience in order to assess their own work and work of others

Reading Attitude

Students will…

- be enthusiastic about reading and do substantial reading on their own

WRITING

Writing Genres

Students will...

- write a cohesive narrative piece (e.g., personal narrative, adventure, tall tale, folk tale, fantasy) that includes elements of characterization for major and minor characters, internal and/or external conflict, and address issues of plot, theme, and imagery

- write an essay (e.g., personal, persuasive, or comparative) for authentic audiences that includes organizational patterns that support key ideas

- formulate research questions using multiple resources and perspectives that allow them to organize, analyze, and explore problems and pose solutions that culminate in a presented, final project

Writing Process

Students will...

- set a purpose, consider audience, and replicate authors' styles and patterns when writing narrative or informational text

- apply a variety of pre-writing strategies for both narrative (e.g., graphic organizers such as story maps or webs designed to develop a plot that includes major and minor characters, builds climax, and uses dialogue to enhance a theme) and informational text (e.g., problem/ solution, and sequence)

- review and revise their drafts with audience and purpose in mind regarding consistent voice and genre characteristics

- write for a specific purpose by using multiple paragraphs, sentence variety, and voice to meet the needs of an audience (e.g. word choice, level of formality, example)

- edit their writing using proofreaders' checklists both individually and in peer editing groups

Personal Style

Students will...

- exhibit individual style to enhance the written message (e.g., in narrative text: personification, humor, element of surprise; in informational text: emotional appeal, strong opinion, credible support)

Grammar and Usage

Students will...

- in the context of their writing, use style conventions (e.g., MLA) and a variety of grammatical structures in their writing including indefinite and predicate pronouns, transitive and intransitive verbs, adjective and adverb phrases, adjective and adverb subordinate clauses, comparative adverbs and adjectives, superlatives, conjunctions, compound sentences, appositives, independent and dependent clauses, introductory phrases, periods, commas, quotation marks, and the uses of underlining and italics for specific purposes

Spelling

Students will...

- spell frequently misspelled words correctly (e.g., their, there, they're) in the context of their own writing

Handwriting

Students' handwriting will...

- be legible in their compositions

Writing Attitude

Students will...

- be enthusiastic about writing

SPEAKING | Conventions

Students will...

- ask and respond to questions and remarks to engage the audience when presenting texts
- use rhyme, rhythm, cadence, and word play for effect when presenting
- present their work in standard American English if it is their first language (students whose second language is English will present their work in their developing version of standard American English)

Discourse

Students will...

- engage in interactive, extended discourse to socially construct meaning (e.g., book clubs, literature circles, partnerships, or other conversation protocols)
- discuss multiple text types in order to compare/contrast ideas, form, and style to evaluate quality and to identify personally with a universal theme
- discuss their written narratives that include a variety of literary and plot devices (e.g., established context plot, point of view, sensory details, dialogue, suspense)
- plan a focused and coherent oral presentation using an informational text pattern (e.g., problem/solution sequence), select a focus question to address, and organize the message to ensure that it matches the intent and the audience to which it will be delivered

LISTENING & VIEWING

Conventions

Students will...

- respond to, evaluate, and analyze speeches and presentations delivered by peers
- demonstrate the appropriate social skills of audience behavior (e.g., eye contact, quiet and still, attentive, supportive) during speeches and presentations

Response

Students will...

- summarize, take notes on key points, and ask clarifying questions
- respond thoughtfully to both classic and contemporary texts recognized for quality and literary merit
- identify a speaker's affective communications expressed through tone, mood, and emotional cues
- relate a speaker's verbal communications (e.g., tone of voice) to the non-verbal message communication (e.g., eye contact, posture, gestures)
- respond to multiple texts when listened to or viewed by speaking, illustrating, and/or writing in order to compare/contrast similarities and differences in idea, form, and style to evaluate quality and to identify personal and universal themes
- respond to, evaluate, and analyze the credibility of a speaker who uses persuasion to affirm his/her point of view in a speech or presentation
- identify persuasive and propaganda techniques used in television, and identify false and misleading information

GRADE LEVEL CONTENT EXPECTATIONS

7 ELA

v. 4.04

READING

WRITING

SPEAKING

LISTENING

VIEWING

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The new GLCE capture the rich content of the standards and benchmarks; eliminate much of the redundancy inherent within them; and express in precise and measurable terms what students in grades K-8 should know and be able to do. This document is intended to be an assessment tool with the expectations written so as to convey expected performances by students.

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Within the hands of teachers, GLCE will be converted into exciting and engaging learning for Michigan´s students. The art of teaching is what makes the content of learning become a reality.

Word Study

Students will...

- use word structure, sentence structure, and prediction to aid in decoding and understanding the meanings of words encountered in context

- use structural, syntactic, and semantic analysis to recognize unfamiliar words in context (e.g., idioms, analogies, metaphors, similes, knowledge of roots and affixes, major word chunks/rimes, syllabication)

- recognize frequently encountered words automatically ("automatically" should be defined in the glossary)

- know the meaning of frequently encountered words in written and oral contexts (research to support specific words)

- apply strategies to construct meaning and identify unknown words

- read fluently seventh grade level texts (increasingly demanding texts read with fluency as the year proceeds)

- use strategies and authentic content-related resources to determine the meaning of words and phrases in context (e.g., literary terms, cross-cultural words and phrases, mathematical expressions, scientific procedures)

Narrative Text

Students will...

- identify and discuss how the tensions among characters, communities, themes, and issues in classic and contemporary literature recognized for quality and literary merit are related to their own experiences

- analyze elements and style of narrative genres (e.g., mystery, poetry, memoir, drama, myths, legends)

- analyze the role of antagonists, protagonists, internal and external conflicts, and abstract themes

- analyze author's craft (e.g., theme, antagonists, protagonists, over and understatement, exaggeration)

Informational Text

Students will...

- analyze elements and style of informational genre (e.g., persuasive essay, research report, brochure, personal correspondence, autobiography/biography)

- analyze organizational patterns (e.g., compare/contrast, cause and effect, sequence)

- explain how authors use writer's craft and text features to enhance the understanding of central, key, and supporting ideas (e.g., metaphors, similes, captions, diagrams, appendices)

Comprehension

Students will…

- connect personal knowledge, experience, and understanding of the world to themes and perspectives in the text
- read, retell, and summarize grade level appropriate narrative and informational texts
- state global themes, universal truths, and principles within and across texts to create a deeper understanding
- apply significant knowledge from what has been read in grade level appropriate science and social studies texts

Metacognition

Students will…

- independently self-monitor comprehension when reading or listening to text by automatically using and discussing the strategies used by mature readers to increase comprehension and engage in interpretative discussions (e.g., predicting, constructing mental images representing ideas in text questioning, rereading or listening again if uncertain about meaning, inferring, summarizing)
- plan, monitor, regulate, and evaluate skills, strategies, and processes for their own reading comprehension by applying appropriate metacognitive skills (e.g., SQP3R, pattern guides)

Critical Standards

Students will…

- analyze the appropriateness of shared, individual, and expert standards based on purpose, context, and audience in order to assess their own work and work of others

Reading Attitude

Students will…

- be enthusiastic about reading and do substantial reading on their own

WRITING

Writing Genres

Students will…

- write a cohesive narrative piece that includes appropriate conventions to the genre (e.g., memoir, drama, legend, mystery, poetry, myth) and employ literary and plot devices (e.g., internal and/or external conflicts, antagonists/protagonists, personification)

- write a research report (e.g., I-search, website, traditional) for an authentic audience that includes appropriate organizational patterns (e.g., problem statement and solution, position statement and supporting evidence, compare and contrast), descriptive language, and text features

- formulate research questions using multiple resources, perspectives, and arguments/ counterarguments to develop a thesis statement that culminates in a presented, final project

Writing Process

Students will…

- set a purpose, consider audience, and replicate authors' styles and patterns when writing narrative or informational text

- apply a variety of pre-writing strategies for narrative (e.g., story maps that are designed to depict roles of antagonist and protagonist, internal and external conflict) and informational text (e.g., position statement and supporting evidence, problem statement and solution,, compare/contrast)

- revise their writing to reflect different perspectives for multiple purposes

- select and use titles, leads, and endings to achieve a specific purpose for specific audiences. (revise writing to ensure that content, structure, elements of style and voice, literary devices, and textual features are consistent)

- edit their writing using proofreaders' checklists both individually and in peer editing groups

Personal Style

Students will…

- exhibit individual style to enhance the written message (e.g., in narrative text: personification, humor, element of surprise; in informational text: emotional appeal, strong opinion, credible support)

Grammar and Usage

Students will…

- in the context of their writing, use style conventions (e.g., MLA) and a variety of grammatical structures in their writing including participial phrases, adverbial subordinate clauses, superlative adjectives and adverbs, present/past/future, continuous verb tenses, parentheses, singular and plural possessive forms, and indefinite pronouns

Spelling

Students will…

- correctly spell the derivatives of bases and affixes in the context of their own writing

Handwriting

Students' handwriting will…

- be legible in their compositions

Writing Attitude

Students will…

- be enthusiastic about writing

SPEAKING | Conventions

Students will…

- use specialized language related to a topic and select words carefully to achieve precise meaning when presenting

- use slang, dialect, and colloquial language suitably to create interest and drama when presenting

- present their work in standard American English if it is their first language (students whose second language is English will present their work in their developing version of standard American English)

Discourse

Students will…

- engage in interactive, extended discourse to socially construct meaning (e.g., book clubs, literature circles. partnerships, or other conversation protocols)

- discuss multiple text types in order to anticipate and answer questions, offer opinions and solutions, and to identify personally with a universal theme

- discuss their written narratives with a variety of literary and plot devices (e.g., clearly described setting, sequenced events, complex major and minor characters, dialogue, suspense, specific narrative actions such as gestures, movements, and expressions)

- plan and deliver a focused, coherent informational presentation that incorporates persuasive, non-verbal techniques (e.g., modulation of voice, inflection, tempo, enunciation, eye contact), is organized by a specific text pattern (e.g., theory and evidence, persuasion, sequence), and provides supporting details, explanations, and descriptions supportive of the focus of the presentation and the backgrounds/interests of the audience.

LISTENING & VIEWING

Conventions

Students will...

- distinguish facts from opinions and question their validity during speeches and presentations delivered by peers
- demonstrate the appropriate social skills of audience behavior (e.g., eye contact, quiet and still, attentive, supportive) during speeches and presentations

Response

Students will...

- identify, state, and react to a speaker's point of view and bias
- respond thoughtfully to both classic and contemporary texts recognized for quality and literary merit
- identify a speaker's attitude toward a subject
- ask probing questions of speakers, focusing on claims and conclusions presented
- respond to multiple texts when listened to or viewed by speaking, illustrating, and/or writing in order to anticipate and answer questions, to determine personal and universal themes, and to offer opinions or solutions
- evaluate the credibility of a speaker by determining whether the speaker's point of view is biased or not
- identify persuasive and propaganda techniques and analyze the effect on the view of images, text, and sound in the electronic media (e.g., television, movies), and they will determine if the techniques used achieved their intended effects

GRADE LEVEL CONTENT EXPECTATIONS

8
ELA

v. 4.04

R E A D I N G

W R I T I N G

S P E A K I N G

L I S T E N I N G

V I E W I N G

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READING | Word Study

Students will…

- use word structure, sentence structure, and prediction to aid in decoding and understanding the meanings of words encountered in context
- use structural, syntactic, and semantic analysis to recognize unfamiliar words in context (e.g., idioms, analogies, metaphors, and similes to infer, history of the English language, common word origins, syllabication)
- recognize frequently encountered words automatically ("automatically" should be defined in the glossary)
- know the meaning of frequently encountered words in written and oral contexts (research to support specific words)
- apply strategies to construct meaning and identify unknown words
- read fluently eighth grade level texts (increasingly demanding texts read with fluency as the year proceeds)
- use strategies (e.g., prior knowledge, text features, structures) and authentic content-related resources to determine the meaning of words and phrases in context (e.g., historical terms, content area vocabulary, literary terms)

Narrative Text

Students will…

- investigate through classic and contemporary literature recognized for quality and literary merit various examples of distortion and stereotypes such as those associated with gender, race, culture, age, class, religion, and other individual differences
- analyze elements and style of narrative genres (e.g., historical fiction, science fiction, realistic fiction)
- analyze the role of rising and falling actions, minor characters in relation to conflict, and credibility of the narrator
- analyze how authors use symbolism, imagery, and consistency to develop credible narrators, rising and falling actions and minor characters

Informational Text

Students will…

- analyze elements and style of informational genre (e.g., comparative essays, newspaper writing, technical writing, persuasive essays)
- analyze organizational patterns (e.g., theory, evidence, sequence)
- explain how authors use text features to enhance the understanding of central, key, and supporting ideas (e.g., illustrations, author's pages, prefaces, marginal notes)

Comprehension

Students will...

- connect personal knowledge, experience, and understanding of the world to themes and perspectives in the text
- read, retell, and summarize grade level appropriate narrative and informational texts
- state global themes, universal truths, and principles within and across texts to create a deeper understanding
- apply significant knowledge from what has been read in grade level appropriate science and social studies texts

Metacognition

Students will...

- independently self-monitor comprehension when reading or listening to text by automatically using and discussing the strategies used by mature readers to increase comprehension and engage in interpretative discussions (e.g., predicting, constructing mental images representing ideas in text questioning, rereading or listening again if uncertain about meaning, inferring, summarizing)
- plan, monitor, regulate, and evaluate skills, strategies, and processes for their own reading comprehension by applying appropriate metacognitive skills

Critical Standards

Students will...

- evaluate the appropriateness of shared, individual, and expert standards based on purpose, context, and audience in order to assess their own work and work of others

Reading Attitude

Students will...

- be enthusiastic about reading and do substantial reading on their own

WRITING

Writing Genres

Students will…

- write a cohesive, narrative piece that includes appropriate conventions to the genre (e.g., historical fiction, science fiction, realistic fiction) and employ literary and plot devices (e.g., narrator credibility, rising and falling actions, and/or conflict, transitional language, and imagery)

- write an historical expository piece (e.g., journal, biography, simulated memoir) that includes appropriate organization, illustrations, marginal notes, and/or annotations

- formulate research questions that demonstrate critical evaluation of multiple resources and perspectives and arguments/counterarguments that culminate in a presented, final project

Writing Process

Students will…

- set a purpose, consider audience, and replicate authors' styles and patterns when writing narrative or informational text

- apply a variety of pre-writing strategies for narrative text (e.g., story maps designed to depict rising and falling actions, roles of minor characters, credibility of narrator) and informational text (e.g., compare/contrast, cause and effect, sequential text patterns)

- experiment with various ways of sequencing information (e.g., ordering arguments, sequencing ideas chronologically or by importance)

- review and revise their compositions for coherence and consistency regarding word choice, cause and effect, and style, and they will read their own work from another reader's perspective in the interest of clarity

- edit their writing using proofreaders' checklists both individually and in peer editing group

Personal Style

Students will…

- exhibit individual style to enhance the written message (e.g., in narrative text: personification, humor, element of surprise; in informational text: emotional appeal, strong opinion, credible support)

Grammar and Usage

Students will…

- in the context of their writing, use style conventions (e.g., MLA) and a variety of grammatical structures in their writing including infinitives, gerunds, participial phrases, and dashes or ellipses

Spelling

Students will…

- use correct spelling conventions in the context of their own writing

Handwriting

Students' handwriting will…

- be legible in their compositions

Writing Attitude

Students will…

- be enthusiastic about writing

SPEAKING | Conventions

Students will…

- use enunciation and stress to emphasize key ideas and concepts when presenting
- use body language (e.g., gestures, posture, facial expressions), tone of voice, and pace of speaking to enhance meaning and influence interpretation when presenting
- present their work in standard American English if it is their first language (students whose second language is English will present their work in their developing version of standard American English)

Discourse

Students will…

- engage in interactive, extended discourse to socially construct meaning (e.g., book clubs, literature circles, partnerships or other conversation protocols)
- discuss multiple text types in order to explore problems and pose solutions, take a stand on an issue and support it, and identify personally with a universal theme
- discuss their written narratives (e.g., biographies and autobiographies) with a variety of literary and plot devices (e.g., description of relevant situations, well-chosen details, relevant dialogue, specific action, physical description of characters)
- plan (e.g., outline including introduction, points to be made, a summary, effective conclusion) and deliver an informational presentation that incorporates precise, interesting, vivid language in the active voice, is organized logically to convey the message, includes persuasive non-verbal techniques (e.g., voice modulation, expression, tone, appropriate pace), makes use of rhetorical strategies (e.g., supportive narratives, key information, vivid descriptions) to support the purpose of the presentation and to positively impact the intended audience

LISTENING & VIEWING

Conventions

Students will...

- listen to and view a variety of peer speeches and presentations to analyze for key factors (e.g., main idea, significant details), fact and opinion, bias, propaganda, argumentation, or support

- demonstrate the appropriate social skills of audience behavior and critically examine the verbal and non-verbal strategies in the communication process

Response

Students will...

- react to a speaker's intent and apply a speaker's reasoning to other situations and topics

- respond thoughtfully to both classic and contemporary texts recognized for quality and literary merit

- paraphrase a speaker's main ideas, purpose, and point of view, and they will ask relevant questions about the content, delivery, and purpose of the presentation

- analyze oral interpretations of literature (e.g., language choice, delivery) and the effect of the interpretations on the listener

- respond to multiple texts when listened to or viewed by speaking, illustrating, and/or writing in order to anticipate and answer questions, to determine personal and universal themes, and to offer opinions or solutions

- evaluate the credibility of a speaker by determining whether the speaker may have hidden agendas or be otherwise biased

- interpret and analyze the various ways in which visual imagemakers (e.g., graphic artists, illustrators) communicate information and affect impressions and opinions